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ABSTRACT

This is the final project report for the Transitional Education Project, conducted in Atlanta, Georgia, public schools in 1979-80. A program description is followed by a section that charts changes in students' attitudes toward school and lists program objectives in the areas of English and Spanish language ability and advancement in core curricula materials. Staff development and teacher inservice training efforts are outlined. Parent advisory council and community liaison activities are also covered. Conclusions and recommendations for program improvement are presented at the report's end. Appended are a list of project personnel, a list of instructional materials for bilingual classes, and sample student attitude and evaluation questionnaires. (APM)

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TRANSITIONAL BILINGUAL EDUCATION PROJECT

A FINAL PROJECT REPORT

1979-80

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Report No.: 14-3, 12/80

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TRANSITIONAL BILINGUAL EDUCATION PROJECT
TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

A FINAL PROJECT REPORT
1979-80

Submitted to the
United States Department of Education

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FINAL REPORT
TRANSITIONAL BILINGUAL EDUCATION PROGRAM
TITLE VII, ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)
October 1, 1979-September 30, 1980

INTRODUCTION

The Atlanta Public Schools received a bilingual education grant of $75,000 under Title VII of the Elementary and Secondary Education Act (ESEA) for the period October 1, 1979 -September 30, 1980.

The initial grant notification was made September 20, 1979. During the next few months, personnel were chosen and the budget revision was negotiated, with a budget accepted in February, 1980. The approved budget reflected more nearly the needs of the Atlanta Public Schools Bilingual project, particularly in the area of curriculum, capacity building, and actual salaries of personnel.

The principals and related school personnel in the Title VII bilingual schools established the time allocation and design for the Spanish Language Arts Program. The bilingual staff had numerous meetings with the principals and teachers who would be involved in the program, and with the regular classroom teachers at each grade level, to establish time allocation and design for the Spanish Language Arts Program.

The Spanish aides and teachers instructed the Spanish-dominant students in Spanish, and the Anglo teachers instructed the Anglo and Spanish-dominant students in the program. Moreover, the Anglo students' Spanish was encouraged by the teacher and/or aides as the Spanish-dominant students were taught English as a Second Language (ESL).

The bilingual personnel translated materials for the Spanish-dominant students, when necesary, to improve their skills in the content areas. Furthermore, these students were provided Spanish-written materials from Crane Reading System (CRS) and other publishing companies.

By midwinter, the bilingual staff was trained and assigned to Title VII schools to provide English as a Second Language and Spanish Language Arts activities and instruction as per assessed need. A list of personnel involved in the program can be found in Appendix A.

The Title VII bilingual program for Hispanic pupils was established in the following schools: Garden Hills, Jones, and Slaton Elementary schools and Sutton Middle School. In Garden Hills Elementary School, 38 Spanish-dominant pupils in grades 1 through 5 participated in the ESL Spanish Lanugage Arts and Spanish Curricula Development Center (SCDC) programs. In the Spanish Language Arts Program in Garden Hills, there were 43 English-dominant pupils. Garden Hills is a unique school in the Atlanta System, as almost half of the total school population has a primary language other than English. There were representatives from over 24 countries with 12 languages enrolled in Garden Hills. In Jerome Jones Elementary School, five Spanish-dominant pupils participated in ESL, Spanish Language Arts, and the SCDC program. Slaton Elementary School had 12 pupils participate in ESL, Spanish Language Arts, and SCDC programs. Sutton Middle School had 18 pupils who were enrolled in the ESL, Spanish Language Arts programs and SCDC.

The instructional materials for the program were the Crane English Reading System, the Crane Reading System in Spanish, and the Spanish Curriculum Development Center (SCDC) materials developed through Title VII funds, which are currently published by the Crane Publishing Company. A listing of the instructional materials for bilingual classes can be found in Appendix B.

The Crane Reading System in Spanish is the only program developed for Spanish-dominant students as well as Spanish as a Second Language (SSL) students in the United States that has a reciprocal format in English. The skills covered in the major basals have all been placed sequentially in Spanish (K through 6). The Crane Reading System in English is a very strong basic foundation program. It is the only English language program which initially controls the easiest sounds for students to hear, and, therefore, is an extremely effective program for ESL as well as English-dominant students. The reciprocal nature of both programs has made the mobility between the two languages more accessible than any other dual language program.

SCDC includes all areas of core curricula in Spanish: Language Arts, SSL (which has also proven to be an effective remedial program), Fine Arts (music, art, architecture, handcrafts), Science/Math/Health, and Social Science. These materials have been nationally field tested and learner verified. SCDC is the only program which offers all elementary subjects in Spanish based on those skills being taught in English.

The teachers and aides who have been using the CRS materials, both English and Spanish, are ecstatic over their versatility as well as their apparent success with pupils. June Neumark, using the materials, commented, "As the year progresses, I see some real development in learning before my eyes. The CRS is set up so that a student knows what comes next. In this way, the ability to work independently can develop. Also, it is clear that each child using the CRS can read and write better. Their progress is very evident. I am a believer in Crane!"

Another teacher noted the coordination between CRS and the basal readers used in the regular program in the school. The Title VII pupils were excited to know and recognize the letters in the basal reader after having used the CRS materials. Two other comments by teachers about the effects of the CRS materials follow:

> "It was delightful to observe that (a student) began to work independently in the skill book and practice books, helped by the highly structured nature of the Crane materials. The behavior of always waiting to be told what to do next diminished, and she showed pride in what she accomplished."

> "I was pleased to observe how a student acquired the ability to enter the classroom, select her materials, and begin working without so much as a word from me. She completed nearly two levels in the brief time Crane English instruction was available. Countless examples of children working on their own can be cited. When the Title VII meeting took place at Slaton in May, each Title VII child had completed written workbooks with illustrations and a workbook which he/she could display proudly!"

Excitement and confidence were exhibited by pupils when they became aware they were reading English. Further, teachers reported that students having their own book gave them a feeling of belonging to the class and to the school as a whole.

In the Title VII Program, a project resource manager, two aides and a community liaison person were funded. Local budget teachers, using the materials provided by Title VII funds, taught the pupils using the previously identified materials (in some cases alone and in others with the help of the bilingual aides).

STUDENT PROGRESS — AFFECTIVE AREA

In the early period of the program, many pupils were quiet and unresponsive in the classroom. Some children, it was apparent, were afraid to respond in the classroom for fear they would say something incorrect. Younger children were frightened in the new atmosphere of the school and only changed rooms when accompanied by the bilingual teacher and aide. There has been a positive change noted by teachers. Pupils now respond willingly, participate in classroom activities, and are comfortable throughout the whole school building. Pupils are responsive as well to the curriculum materials. During scheduled free time, younger pupils sometimes trace a page in a book and then take it home to use as a fun "coloring page." The tracing activity has been noted by several teachers as an activity designed by pupils for their own enjoyment and learning at home.

As a measure of student attitudes toward school, an attitude questionnaire was administered in September 1980 to the elementary children in the Title VII bilingual program. The questions were asked verbally in English or Spanish, depending upon the pupils' most functional language.

A copy of the questionnaire and the answer sheet can be found in Appendix C.

The questionnaire has a minimum score of 18, with a maximum of 54. The following tabulation shows the mean scores for the pupils in each of the elementary schools.

School	Number	Mean Score
Garden Hills	77	43
Slaton	11	45
Jones	11	47

As can be seen by the scores, the pupils' attitudes toward school in the fall of 1980 were above the midpoint of 36. Further, according to teachers, the pupils' adjustment to school is evident in their changed behavior as an active participant in the classroom. The bilingual program has had a positive effect upon these pupils.

STUDENT PROGRESS -- INSTRUCTIONAL OBJECTIVES

English as a Second Language/Reading in English

Objective: After nine months of daily instruction in the Crane Reading System in English, students of limited English proficiency who were in attendance 85 per cent of the

school year should complete the following levels: students who are placed according to the Crane Placement Diagnostic Test in English Crane at levels A, B, or C will be expected to progress through three to four Crane English levels; students who are placed in English Crane at level D or beyond will be expected to progress through four Crane levels. Information will be documented on the Student Evaluation Form — English Crane for end-of-the-year evaluation.

Students of limited English proficiency who have the ability to understand spoken English but have been identified as being severely impaired in their reading achievement participated in this project. Students received intensive an ESL instruction through use of the Crane Reading System in English as well as other materials.

Students were placed in the appropriate level through use of a diagnostic placement test. Students learned language arts skills in the three areas of word study, comprehension, and applied skills using the continuous educational progress approach as follows:

Within each of the three skills categories listed above, students took criterion-referenced pretests. (The pretests are arranged in a mastery learning sequence to allow for evaluation of previously learned skills and to maximize the chance of student success in succeeding activities.)

Students' performance on the pretests determined the specific instructional objectives for which there was individually prescribed instruction.

The teacher selected instructional activities that best teach and reinforce the instructional objectives that individual students needed to learn in accordance with their levels, rates, and learning styles. Instructional programs selected from various publishers were used to provide students with a variety of learning experiences. Many activities were self-directing and self-correcting to provide the students with immediate feedback.

Periodically, teachers reviewed students' performance of assigned activities with the students and scheduled conferences with the parents.

Students' performance on criterion-referenced posttests determined whether or not instructional objectives had been mastered.

As noted earlier in this report, the program began late, and classroom instruction time was shorter than anticipated.

Scores of pupils were placed by teachers on Student Evaluation Forms. The advancement of each of the pupils can be seen from the scores which are in Appendix D. The names of pupils have been deleted for privacy. Essentially, even though the instructional time was shorter than originally expected, almost all of pupils attended over 85 per cent of the time, but few pupils progressed through as many levels as anticipated in a full year of instruction. Based upon the original established criteria, less than 85 per cent of the pupils gained as anticipated.

Instruction in the Spanish Language

Objective: Eighty-five per cent of the students who were present 85 per cent of the school year, and who were placed in Spanish Crane according to the Spanish Crane Placement Diagnostic Test at levels A, B, or C, will progress through four to five Spanish

Crane levels during a school year; students who are placed in Spanish Crane at level D or beyond will progress through four Spanish Crane levels during a school year. The Students Evaluation Form for Spanish Crane will be used to determine if these objectives will be met.

The pupils in this group were less punctual about attending school than the English Crane pupils. Only 11 pupils were present 85 per cent of the school year; none of the 11 progressed at the rate projected. Further, since the program began so late, it took time to order classroom materials, to have them delivered and to begin teaching. The pupils did not make the extensive gains that were orginally predicted. The pace of instruction was lower than anticipated. However, for the levels completed, most pupils achieved the objectives at better than 85 per cent.

As a totality, the group did not attain the projected goal. The Student Evaluation Forms for Spanish Crane can be found in Appendix D. As noted earlier, the individual names have been deleted for privacy.

Core Curricula Instruction

Objective: Eighty-five per cent of the bilingual students who were in attendance 85 per cent of the school year will advance through three units of the SCDC materials. The SCDC materials provide all basic core curricula areas in Spanish: language arts, fine arts, social science, science, math, and health. Student Evaluation Form-SCDC will be used to record students' progress through the SCDC materials and will be used at the year's end to determine the progress. Of the pupils who were placed in the SCDC program, only two were present 85 per cent of the year. These two students progressed through two units rather than through the projected four units.

The pupils in SCDC materials progressed in the levels, but only about one or two levels. Teachers indicated that less emphasis was placed on the SCDC content than the Crane Spanish or the Crane English. This may account for the slower progress along with the low attendance level of the pupils. The Student Evaluation Forms for SCDC can be found in Appendix D.

Essentially, the data for the progress of these students do not lend themselves well to averaging and other statistical procedures. The low attendance as well as the amount of time in the actual program both impinge upon the slower pace of progress in the three areas of instruction.

TRAINING COMPONENTS

There was an independent training component funded in the Title VII bilingual program. This grant funded further education for bilingual personnel. Of the four persons choosing to further their education, one person completed 30 hours of instruction, and another person completed 25 hours. The other two persons completed slightly less. Following is a list of the persons involved in this portion of the component.

NAME OF UNIVERSITY	TEACHER'S NAME	COURSE	DATE	HOURS
Atlanta University	Arthur Hodgson	Human Development	Fall Sem. '80	3 hrs.
		Human Trends and Issues	Fall Sem. '80	3 hrs.
		Research and Meas.	Fall Sem. '80	3 hrs.
		Prac. in Administ.	Spring Sem. '80	3 hrs.
		Administ. of Comm. Education	Spring Sem. '80	3 hrs.
		Psy. of Exc. Child.	Spring Sem. '80	3 hrs.
		Administration	Summer Sem. '80	3 hrs.
		Instructional Prog.	Summer Sem. '80	3 hrs.
		Prin. of Administ.	Summer Sem. '80	3 hrs.
		School Org. & Adm.	Summer Sem. '80	3 hrs.
Georgia State Univ.	Ana Thompson	Special Educ. Excp. Children	Spring Sem.'80	5 hrs.
		Learn. Beh. Prob. of Multi. Handicap. Childrens	Winter Sem. '80	5 hrs.
		Instr. Strategies for Children with Learning Disabilities	Fall Sem. '80	5 hrs.
Emory University	Esther G. Wilcox	Educ. Psychology	Winter Sem. '80	5 hrs.
		Statistics	Spring Sem. '80	5 hrs.
		Science in Elem. Sch.	Summer Sem. '80	5 hrs.
		Eval. of instru.	Summer Sem. '80	5 hrs.
Georgia State Univ.	Esther Domingo	Music Education	Spring Sem. '80	5 hrs.
		Music Education	Spring Sem. '80	5 hrs.
		Indiv. Instr. in Music	Spring Sem. '80	5 hrs.

The training component also funded in-service activities and workshops which were available to all bilingual teachers. A summary of the activities funded follows:

TITLE VII BILINGUAL PROJECT
IN-SERVICE ACTIVITIES
1979-1980

The Director of the Title VII Bilingual Program was responsible for providing the workshops and conferences indicated below for all the bilingual teachers, parents, administrators, librarians, counselors and other personnel who were available to attend.

TITLE	DATE	TIME	LOCATION	CONSULTANTS
Orientation	8/29/79	3:30-4:30	Walden	Hubert Cobb Millicent Wright
Use and Revision of Spanish Tests	9/11/79	3:30-4:30	Walden	Hubert Cobb
Workshop on How to Construct, Interpret and Use Diagnostic Tests Results to Prescribe Learning Activities	11/19/79	8:00-3:30	Walden	Hubert Cobb
Immigration Regulations	11/13/79	3:30-4:30	Walden	Lawrence Thompson
Effective Use of Instructional Materials	11/2/79	3:30-4:30	Walden	Al Hurlbrink Joan Wilson
Effective Use of Crane Instructional Materials	11/2/79	9:00-4:30	Walden	Al Hurlbrink
Life Skills	11/79	3:30-4:30	Walden	Leslie Isaacs
Intercultural Communication Workshop	12/79	3:30-4:30	Walden	Hubert Cobb
Techniques of Using Individualizing Instruction	2/15/80	8:00-3:30	Walden	Hubert Cobb Gilbert Cuevas Miami Desegregatio Assistance Center
Techniques of Using Multimedia Aids in Teaching	2/15/80	8:00-3:30	Walden	Hubert Cobb Gilbert Cuevas Miami Desegregatio Assistance Center
Workshops for Teachers and Administrators on Crane Bilingual materials	2/18/80	8:00-9:00	Walden	Joan Wilson
		10:00-3:30	Walden	Joan Wilson
Workshop for Teachers on Teaching Reading in the Bilingual Program	3/4/80	8:00-3:30	Walden	Hubert Cobb Gilbert Cuevas Miami Desegregati Assistance Center
Intercultural	3/13/80	8:00-4:00	Atlanta Area Tech	Hubert Cobb Gilbert Cuevas Miami Desegregatio Assistance Center

Workshop for Teachers on Crane Bilingual Materials	5/21/80	8:00-4:00	Walden	Barbara Crane
World Social Issues	6/80	8:30-4:30	Walden	Millicent Wright Glenn Dowell

As can be noted, there was a variety of experiences planned and provided. The topics were chosen in areas of need by the teachers. Intercultural communication and world social issues were the topics around which the largest number of teachers other than the bilingual staff in a variety of schools found of interest. Several seminars were scheduled to help the teachers become acquainted with the new Crane materials. Effective use of the materials occurred due to the careful, in-depth preparation of the teachers in use of the materials.

The topics were varied and useful. Teachers availed themselves of the opportunity of expanding their skills through further higher education. With these two portions of the staff development working together, teachers' skills expanded and bilingual teachers furthered their advanced training.

ADVISORY COUNCIL

The Advisory Council for the Title VII Bilingual Program met six times during the funded year prior to the closing of school in June. There were 24 members of the Advisory Council for the 1979-80 school year. They were:

Irma Calderon
Ernestina Garcia
Esther Guernica
Shirley Alexander
Esther Domingo
Carol Ortiz
Shirley McIntyre Neal
Eneida Reyes
Marta Rosas
Sabtuage R. Gaspar
Peggy Gracey
Sally Lovein
Martha Gomez
Martha Robles
Linda Williams
Ruby Diaz
Elena C. Mola
Iris Vila
June Neumark
Carolina Castillo
Esperanza Navarro
Ana Luz Thompson
Lannie Perry

As the program was late being funded due to the slow beginning of the program, the first Parent Advisory Committee (PAC) meeting was not scheduled until February. A summary of the Advisory Council meetings follows:

TITLE VII BILINGUAL PROJECT
ADVISORY COUNCIL MEETINGS
1979-1980

The Title VII Bilingual Advisory Council met on the dates indicated below:

DATE	TIME	LOCATION	HOST
2/06/80	11:00-12:00	Walden	Bilingual Staff
3/11/80	11:00-12:00	Garden Hills	Sally Lovein Ana Thompson Ruby Diaz
4/09/80	11:00-12:00	Walden	Hubert Cobb
4/30/80	11:00-12:00	Jerome Jones	Eneida Reyes
5/14/80	11:00-12:00	Walden	Bilingual Staff
6/07/80	11:00-12:00	Slaton	Eneida Reyes June Neumark

The Advisory Council meetings were used to provide feedback channels from parents, the PTA, and other members of the Advisory Council. The bilingual staff members provided input periodically during these Advisory Council meetings. As can be seen from the schedule of the meetings, the Advisory Council met at each of the schools during that time, and a specific portion of the council meeting was scheduled to observe the program in progress in each of the schools. Parents commented on the program when they returned to the large group meeting and expressed their pleasure about the program.

During the meetings, parents commented on the program, their children's progress, and the input that the PTA and the Advisory Council had on the meetings. The Project/Resource Manager consulted with principals and regular program teachers throughout the year. At each of the Advisory Council meetings, some students in the bilingual program were available, and they provided informal comments about the bilingual program, which were informative to the parents and other council members. These parental reactions to the program were discussed at the monthly Advisory Council meetings. Representatives from the PTA commented favorably about the input from the community through the Advisory Council, as well as about the quality of the program for bilingual students.

It is anticipated that the Advisory Council will become more active, and meetings will be on a regular monthly basis during the 1980-81 academic year.

COMMUNITY LIAISON ACTIVITIES

The Title VII bilingual program funded a community liaison person. Throughout the project year, this person has worked diligently in the community — at an especially critical time with the arrival of Cuban refugees — during the period of the grant. The liaison person worked with the community, helping students from North Fulton, Sutton, and Garden Hills with their homework, oftentimes with the assistance of her daughter and a senior high school student from North Fulton High School. The families of new refugees from Cuba were helped to fill out affidavits so they could be released from the refugee camps. This was done in coordination with the persons in charge of the Baptist Refugee Center. Other agencies with which the liaison person worked were the International Rescue Committee, the Catholic Social Services, the World Church Services, and the Presbyterian Refugee Resettlement. Further, as a member of the Committee of Ten

Thousand, the community liaison person collected clothes, food, and furniture to supply newcomers to the community. During the summer, as a member of the Atlanta Public Schools' Task Force, the community liaison person cooperated in organizing English classes at the Latin American Association so that the regular school students (new arrivals) would be able to use some basic English at the time of entrance into the school system in the fall. Vietnamese refugees were just arriving in Atlanta and were able to take English courses while waiting to be accepted in the school system, for their records had indicated that their immunizations were not up to date. The new Cuban refugees were taken to different places in order to expose them to the new culture. Such places were restaurants, parties, and movies. The characteristics of the environment were a good representation of the United States culture, so that the Cuban refugees could learn to detect what is acceptable behavior and what is not. The community liaison person was active throughout the year in a variety of ways, helping parents and students become adjusted to America. Following is a sample list of activities which she performed during the year.

1. Two new students were registered and offered transportation.
2. Translation was performed, and the community liaison person worked with the counselor in order to schedule the children in the school.
3. Took a family to get food, apply for a job, and find an apartment. Then she took them to the Georgia Baptist Hospital and to World Church Services to get clothes.
4. Took students to and from Sutton to go to the orthodontist.
5. Translated for students, for the refugee, and sponsor to get a release signed in order that they might obtain a copy of a psychological and physical test on the students.
6. Picked up a family and transported them downtown for x-rays and to secure medication for tuberculosis.
7. Took persons to factories to apply for jobs.
8. Visited different refugee apartments with a psychologist who spoke Spanish.
9. Took a refugee to a physician and bought the medicine.
10. Serving as an interpreter, took one of the refugee families to the church who sponsored them.
11. Took two parents to apply for jobs.
12. Picked up two new students and parents and took them to the school to register.
13. Took a parent to work because of lack of transportation.
14. Secured furniture for a family.
15. Took a parent to obtain a driver's license.
16. Took a mother to a doctor and made an appointment for a Vietnamese child to secure plastic surgery.

17. Translated letters.

18. One of the parents resigned from his job due to lack of communication, so the community liaison person mediated between him, his sponsor, and his supervisor. As a result, he remained on the job.

19. Helped parents to solve their problem in scheduling English classes in the evening.

20. Secured a social worker and the report about a child with Downs' syndrome; translated that report into Spanish.

21. Took students for visual evaluation.

22. Transported high school drop-out student to get professional help. The student decided to go back to school after securing the help.

23. Took a family for a therapy session.

24. Took a family to apply for food stamps.

25. Took a family to get curtains and winter clothes.

26. Took a student from North Fulton to receive professional counseling.

27. Took a mother to a factory so that she could learn how to get to work.

28. Transported a family to Garden Hills for a staffing for the child.

29. Took clothing and food for a family with a young baby.

30. Took a student from Sutton to the dentist for a root canal.

31. Translated and completed paper work in the hospital for the hospital dismissal of a Vietnamese child.

32. Participated in the staffing for a student with behavior disorders.

As can be seen from this partial list of activities, the Title VII community liaison person has been working extremely carefully and continuously with the community. There have been other opportunities for the community liaison person and other Title VII persons to participate in community activities. For example, there has been participation in conducting clothing drives, in the planning for the arrival and the processing of refugees, and in the participation in ethnic and international dishes for school programs and meetings. There has been parental involvement in workshops, conferences, and spring and international festivals. Translation of communications and other items for Title VII schools have been conducted. The Title VII community liaison person has been an important asset to the community at large as well as to the individual schools where the Title VII Program is functioning in the classroom.

The community liaison person has described in Advisory Council meetings and to Mrs. Cecile B. Kreins from the Washington, D. C. Office of Bilingual Education and Minority Language (OBEMLA) the difficult adjustment to American life found by the latest Cuban and Haitian refugees. Attitudinally, there have been problems by pupils in coping daily in

the schools. The community liaison person has secured counseling for many families. Apparently, they have a difficult time dealing with United States citizens and life as they find it, contrasted to how it has been described to them all their lives by their home country governments. Another problem has been the refugees' feelings of apparent helplessness. There is a feeling that agencies, schools, and governments should perform all services for the individual. The refugees are not prepared to be responsible for their own welfare, which is characteristic of the American system. Some refugee students have been identified as being possibly suicidal, and professional help has been obtained for them.

The community liasion person funded by Title VII has been of inordinate help in reaching out to these individuals. She also has secured counseling for belligerent students and enabled them to continue their education, while working through their problems with certified Spanish counselors.

It seems that in these areas of human interaction and internal turmoil, the community liaison person has been most effective. In fact, if she were not available under the Title VII program, many of the individuals would not have been identified as needing help, nor would they have received the counseling so greatly needed.

CONCLUSIONS

As the year came to a close, progress by students was evident, particularly in the area of English Language instruction. The Crane materials are particularly suited to the needs of the Atlanta pupil population. The effectiveness of the materials and the instruction can be seen by the positive attitudes toward school, reflected by the pupils and their positive identification with the elementary school.

The shortcomings of the program — less pupil achievement than anticipated — can be directly related to the late notification and subsequent budget approval which led to the late introduction of the program into the schools.

The growth experienced by pupils was adequate for the period they were in the Title VII Bilingual classroom. Had they been in the program a full year for instruction, they, no doubt, would have achieved the objectives.

The Training Component brought in-service instruction to the bilingual teachers on a number of needed topics. Four of the teachers chose to continue their university education using the training funds. As needs were discovered, in-service instruction was planned with appropriate knowledgeable personnel directing the activities. This was a successful portion of the program.

The most apparent success of the program was the performance of the Community Liaison person in the community. Needs were met — many of a psychological nature — which were not anticipated as the new refugees came. Her enthusiasm and diligence gave the program a wide dimension. Many new refugees, adults and children, were brought into the schools for English instruction. Further she attempted to help them in their adjustment culturally, socially, and psychologically.

RECOMMENDATIONS

In that classroom instructions in this program are vital to the progress of bilingual pupils, it is recommended that:

1. Classroom instruction begin with the first day of instruction in the fall and continue throughout the year.

2. Parents of bilingual pupils be contacted concerning the pupils' progress in the program. Further, that parents be urged to encourage regular daily attendance of pupils for instruction.

3. The Advisory Council continue to meet monthly, visiting the schools and making suggestions concerning the progress of the program.

4. Bilingual teachers be encouraged to continue their own education through use of training funds.

5. Teachers be queried about special needs and topics of interest for in-service presentations. Further, that in-service programs be presented reflecting these and other identified needs of teachers.

APPENDICES

APPENDIX A

PERSONNEL

ATLANTA PUBLIC SCHOOLS
TITLE VII BILINGUAL PROJECT PERSONNEL
1979-80

Millicent W. Wright	Coordinator Bilingual Education
Hubert Cobb*	Title VII Bilingual Project/Resource Manager
Elena Mola*	Community Liaison Person
Ruby Diaz (Aide)*	Garden Hills Elementary School
Sally Lovein	Garden Hills Elementary School
June Neumark	Slaton Elementary School Jerome Jones Elementary School
Carol Ortiz (Aide)*	Walden Middle School Jerome Jones Elementary School
Eneida Reyes	Slaton Elementary School Jerome Jones Elementary School
Ana Thompson	Sutton Middle School Garden Hills Elementary School
Linda Williams	Sutton Middle School
Lowrie A. Fraser	Research Assistant

*Salary paid by Title VII funds.

APPENDIX B

LIST OF BILINGUAL MATERIALS

TITLE VII
BILINGUAL PROGRAM
INSTRUCTIONAL MATERIALS FOR BILINGUAL CLASSES

PUBLISHER: Crane Publishing Company
1301 Hamilton Avenue
P. O. Box 3713
Trenton, N. J. 08629

Practice Books - Level K
Practice Books - Level L
Practice Books - Level M
Readers - Level K
Readers - Level L
Readers - Level M
Manuals - Level K
Manuals - Level L
Manuals - Level M
Alphapedia - Level K
Minipedia/Alphadedia - Levels L/M
Practice Books - Level A
Practice Books - Level B
Practice Books - Level D
Practice Books - Level E
Practice Books - Level F
Practice Books - Level G
Practice Books - Level H
Practice Books - Level I
Practice Books - Level J
Skill Book - Level A, AS-1
Skill Book - Level B, AS-2
Skill Book - Level B, BS-1
Skill Book - Level E, ES-1
Spanish Item - Level A, AT-1
Spanish Item - Level A, AT-2
Spanish Item - Level A, Yo
Spanish Item - Level B, BT-1
Spanish Item - Level B, Ejercicios
Spanish Item - Level B, La Reina
Spanish Item - Level C, CT-1
Spanish Item - Level C, Ejercicios
Spanish Item - Level C, Las Abejas
Spanish Item - Level D, DT-1
Spanish Item - Level D, Ejercicios
Spanish Item - Level D, Pajarito
Spanish Item - Level E, ET-1
Spanish Item - Level E, Ejercicios
Spanish Item - Level E, Los Amigos

CRITERION - REFERENCED TESTS
CRT — LANGUAGE ARTS (30 Pupils)

CRT UNITS 6+
CRT UNITS 7+
CRT UNITS 8+
CRT UNITS 9+
CRT UNITS 10+

SPANISH RE.ADING, WRITING, SPEAKING, SPELLING

Spanish Picture & Letter Cards/tarjetas con dibujos y con letras
English Picture & Letter Cards (oral language)
Spanish Skillbooklets/libros de trabajo (la fonetica)
- AT1 (rhyming)
- AT2 (words that begin alike)
- BT1 (S,M,F,R,N,L,Z)
- CT1 (B,P,T,D,V,CH)
- DTL (C,G,LL,O,J,Y)
- ETL (C,G,LL,O,J,Y)

Spanish Practice Books/Libros de ejercicios
- Nivel A
- Nivel B
- Nivel C
- Nivel D
- Nivel E
- Nivel F
- Nivel G
- Nivel H
- Nivel I
- Nivel J
- Nivel K

Spanish Reading Books/Libros de lectura
- Nivel A
- Nivel B
- Nivel C
- Nivel D
- Nivel E
- Nivel F
- Nivel G
- Nivel H
- Nivel I
- Nivel J
- Nivel K

Spanish Individual Skills Profile Cards (for 30 pupils)/Perfil de las destrezas individuales
Spanish Materials Management Chart/Carta para la direccion de la clase Guidebook/Guia
- Niveles A-E
- Niveles F-K

Spanish Placement Diagnostic Test (for 60 pupils)/Examen selectivo diagnostico
- Niveles A-E
- Niveles F-G
- Niveles H-I
- Niveles J-K

UNIT 1:

Teacher's Guide (SMH-1T)
Supplement & Ditto Packet (SMH-1S)

UNIT 2:

Teacher's Guide (SMH-2T)
Supplement & Ditto Packet (SMH-2S)

UNIT 3:

Teacher's Guide (SMH-3T)
Supplement & Ditto Packet (SMH-4S)

Unit 4:

Teacher's Guide (SMH-4T)
Supplement & Ditto Packet (SMH-4S)

UNIT 5:

Teacher's Guide (SMH-5T)
Supplement & Ditto Packet SMH-5S)

UNIT 6:

Teacher's Guide (SMH-6T)
Supplement & Ditto Packet (SMH-6S)

UNIT 7:

Teacher's Guide (SMH-7T)
Supplement & Ditto Packet (SMH-7S)

UNIT 8:

Teacher's Guide (SMH-8T)
Supplement & Ditto Packet (SMH-8S)

UNIT 9:

Teacher's Guide (SMH-9T)
Supplement & Ditto Packet (SMH-9S)

UNIT 10:

Teacher's Guide (SMH-10T)
Supplement & Ditto Packet (SMH-10S)

UNIT 11:

Teacher's Guide (SMH-11T)
Supplement & Ditto Packet (SMH-11S)

Frases para comunicarse
Faros, nubes y paredes

SOCIAL SCIENCE

UNIT 1:

Teacher's Guide (SOC-1T)
Supplement & Ditto Packet (SOC-1S)

UNIT 2:

Teacher's Guide (SOC-2T)
Supplement & Ditto Packet (SOC-2S)

UNIT 3:

Teacher's Guide (SOC-3T)
Supplement & Ditto Packet (SOC-3S)

Unit 4:

Teacher's Guide (SOC-4T)
Supplement & Ditto Packet (SOC-4S)

UNIT 5:

Teacher's Guide (SOC-5T)
Supplement & Ditto Packet SOC-5S)

UNIT 6:

Teacher's Guide (SOC-6T)
Supplement & Ditto Packet (SOC-6S)

UNIT 7:

Teacher's Guide (SOC-7T)
Supplement & Ditto Packet (SOC-7S)

UNIT 8:

Teacher's Guide (SOC-8T)
Supplement & Ditto Packet (SOC-8S)

UNIT 9:

Teacher's Guide (SOC-9T)
Supplement & Ditto Packet (SOC-9S)

UNIT 10:

Teacher's Guide (SOC-10T)
Supplement & Ditto Packet (SOC-10S)

UNIT 11:

Teacher's Guide (SOC-11T)
Supplement & Ditto Packet (SOC-11S)

Unit 12:

Teacher's Guide (LA-12T)
Supplement & Ditto Packet (LA-12S)
Readers:
Fantasias (LA-12A)
Ecos lejanos (LA-12B)

FINE ARTS

UNIT 1:

Teacher's Guide (FA-1T)
Supplement & Ditto Packet (FA-1S)
Cassette (FA-1K)

UNIT 2:

Teacher's Guide (FA-2T)
Supplement & Ditto Packet (FA-2S)
Cassette (FA-2K)

UNIT 3:

Teacher's Guide (FA-3T)
Supplement & Ditto Packet (FA-3S)
Cassette (FA-3K)

UNIT 4:

Teacher's Guide (FA-4T)
Supplement & Ditto Packet (FA-4S)
Cassette (FA-4K)

UNIT 5:

Teacher's Guide (FA-5T)
Supplement & Ditto Packet (FA-5S)
Cassette (FA-5K)
Pupil's Books:
Mi cancionero (FA-5A)
Canciones para mi (FA-5S)
Cantar, bailar y jugar (FA-5C)
Cantos y cuentos (FA-5D)

UNIT 6:

Teacher's Guide(FA-6T)
Supplement and Ditto Packet (FA-6S)
Cassette (FA-6K)
Pupil's Books:
- Asi cantamos (FA-6A)
- Soy un artista (FA-6B)
- A cantar todos (FA-6C)
- Cantando soy feliz (FA-6D)

UNIT 7:

Teacher's Guide (FA-7T)
Supplement & Ditto Packet (FA-7S)
Cassette (FA-7K)
Pupil's Books:
- Tengo Canciones (FA-7A)
- El Campo canta (FA-7B)
- Sol, mi (FA-7B)

Me gusta cantar (FA-7B)

UNIT 8:

Teacher's Guide (FA-8T)
Supplement & Ditto Packet (FA-8S)
Cassette (FA-8K)
Pupil's Books:
- Los tambores hablan (FA-8A)
- Otros ninos cantan (FA-8B)
- El mundo canta (FA-8C)
- Viva la musica! (FA-8D)

UNIT 9:

Teacher's Guide (FA-9T)
Supplement & Ditto Packet (FA-9S)
Cassette (FA-9K)
Pupil's Books:
- Canciones de aqui y del alla (FA-9A)
- Cantando a dos voces (FA-9B)
- Escucho y canto (FA-9C)
- Sonidos y Melodias (FA-9D)

UNIT 10:

Teacher's Guide (FA-10T)
Supplement & Ditto Packet (FA-10S)
Cassette (FA-10K)
Pupil's Books:
- Esta es mi cancion (FA-10A)
- Ritmos y melodias (FA-10B)
- Mas experiencias musicles (FA-10C)
- Somo musicos (FA-10D)

UNIT 11:

Teacher's Guide (FA-11T)
Supplement & Ditto Packet (FA-11S)
Cassette (FA-11K)
Pupil's Books:
  Canta, baila y escucha (FA-11A)
  Los pueblos crean (FA-11B)

UNIT 12:

Teacher's Guide (FA-12T)
Supplement & Ditto Packet (FA-12S)
Cassette (FA-12K)
Pupil's Books:
  De colores (FA-12A)
  ¡Movimientos y sonidos! (FA-12B)

LANGUAGE ARTS

UNIT 1:

Teacher's Guide (LA-1T)
Supplement & Ditto Packet (LA-1S)
*Puppets - set of 2 (P-1)
Readers:
  Popa (LA-1A)
  El palo de Popa (LA-1B)
  La miel (LA-1C)

UNIT 2:

Teacher's Guide (LA-2T)
Supplement & Ditto Packet
*Puppets - set of 2 (P-2)
Readers:
  Las alas de Nino (LA-2A)
  El mago (LA-2B)
  La casa en la rama (LA-2C)
  La casa vieja (LA-2D)

UNIT 3:

Teacher's Guide (LA-3T)
Supplement & Ditto Packet (LA-3S)
*Puppets - set of 2 (P-4)
Readers:
  Sola ne la cama (LA-4S)
  Los caballitos (LA-4B)
  Corre 7 corre (LA-4C)
  Ana y su amigo (LA-4D)

UNIT 4:

Teacher's Guide (LA-4T)
Supplement and Ditto Packet (LA-4S)
*Puppets - set of 2 (P-4)
Readers:
Sola ne la cama (LA-4S)
Los Caballitos (LA-4B)
Corre y corre (LA-4C)
Ana y su amigo (LA-4D)

UNIT 5:

Teacher's Guide (LA-5T)
Supplement & Ditto Packet (LA-5S)
*Puppets - set of 2 (P-5)
Readers:
Aventuras para todos (LA-5A)
Vamos de viaje (LA-5B)

UNIT 6:

Teacher's Guide (LA-6T)
Supplement & Ditto Packet (LA-6S)
*Puppets - set of 2 (P-6)
Readers:
De aqui para alla (LA-6A)
Ciudad, campo y mar (LA-6B)

UNIT 7:

Teacher's Guide (LA-7T)
Supplement & Ditto Packet (LA-7S)
*Puppets - set of 2 (P-7)
Readers:
Un hogar para todos (LA-7A)
Un mundo magico (LA-7B)

UNIT 8:

Teacher's Guide (LA-8T)
Supplement & Ditto Packet (LA-8S)
*Puppets - set of 2 (P-8)
Readers:
Cuentos de ayer y hoy (LA-8A)
Suenos y triunfos (LA-8B)

UNIT 9:

Teacher's Guide (LA-9T)
Supplement & Ditto Packet (LA-9S)
*Pupppets - set of 2 (P-9)
Readers:
Relatos de nuestra tierra (LA-9A)
Cuentos y leyendas (LA-9B)

UNIT 10:

Teacher's Guide (LA-10S)
Supplement & Ditto Packet (LA-10S)
*Puppets - set of 2 (P-10)
Readers:
Mensajes (La-10A)
Habia una vez en Mex., Cuba y P. R. (LA-10B)

UNIT 11:

Teacher's Guide (LA-11T)
Supplement & Ditto Packet (LA-11S)
Readers:
Calles, nubes y praderas (LA-11A)
Nuevos mundos (LA-11BO)

APPENDIX C

STUDENT ATTITUDES TOWARD SCHOOL QUESTIONNAIRES

Instructions for Administering the
Student Attitudes Toward School Questionnaire

Generally, the instructions are similar to those given for the administration of any test in the public school. The room should be properly ventilated, with good lighting and the children should be reassured that the test will not constitute a part of their grade. Pupils will need a crayon or pencil and the answer sheet.

Before the consulting teachers gives the following directions, the following pictures should put on the front board.

The teacher should begin by saying the following: "You are being asked to show how you feel about school and this class. There is no correct answer for any of the questions. What we want to know is how you feel about certain things. Please don't mark like your neighbor or the way you think your teacher would like you to mark. Your teacher, in fact, will never see these papers. Mark the way you really feel. For example: Suppose that you were asked the following question:

How do you feel when you think of eating a chocolate covered piece of cake?

Now some of you think you like it very much and would be happy to have a slice of it right now. So now look at the blackboard! Which one of these noses of the three figures would you fill in?

(Respond to the children)

That's right. This one over here, this happy, smiling face. You would fill in the nose of this fact if you felt very happy if you think of eating a slice of chocolate covered cake.

Now some of you might hate and really can't stand chocolate covered cake. So which nose of the three figures would you fill in if you could not stand chocolate covered cake?

(Respond to children's response until you get the right answer)

That's right. This one over here, this sad looking face. You would fill in the nose of this face if you felt terrible and hated to eat chocolate covered cake.

Now what if you really didn't care one way or the other; that is, you don't feel happy or sad about eating chocolate covered cake. Which nose of the three figures would you fill in?

(Respond to children's response until you get the correct answer)

Again, you are right; this middle figure, which looks neither happy nor sad. You would fill in the nose of this face if you felt neither happy nor sad but you would or would not eat it.

Now children, I am going to distribute a sheet like the one on the board. For each question that I am going to ask you, you are to choose one of the three figures for each question and fill in with your pencil the nose of that face that expresses your feeling."

(Distribute papers)

Give directions as to filling in date, name, sex, grade, name of teacher, and school.

Administer test.

Suggestion: To increase interest of pupils, as well as to increase readability of "noses" for scoring, pupils may use a crayon, or brightly colored pencils.

Student Attitude Toward School Inventory

1. How do you feel when it's time to get up and go to school?
2. How do you feel when you think about going home after school today?
3. How do you feel when you have to take out your reader?
4. How do you feel about how well you read?
5. How do you feel when you think about how fast you learn?
6. How do you feel about how much you know?
7. How do you feel about how well you do arithmetic?
8. How do you feel about the way your teacher treats you?
9. How do you feel when the teacher says that it's your turn to read out loud before the group?
10. How do you feel about how well you do your schoolwork as compared to the other children in the class?
11. How do you feel when you think of doing homework?
12. How do you feel when you think about your schoolwork?
13. How do you feel when you are working with others in class?
14. How do you feel when you think about studying?
15. How do you feel when you think about the principal?
16. How do you feel when you think about this school?
17. How do you feel when you think about this classroom?
18. How do you feel when you think about most of the children in this class?

ESTUDIO SOBRE LA ACTITUD DEL ALUMNO HACIA LA ESCUELA

1. ¿Cómo te sientes por la mañana cuando es hora de levantarte y de salir para la escuela?
2. ¿Cómo te sientes cuando piensas en la hora de regresar hoy a casa?
3. ¿Cómo te sientes cuando sacas tu libro de lectura?
4. ¿Cómo te sientes al pensar si sabes leer bien?
5. ¿Cómo te sientes cuando piensas en lo rápido que aprendes en la escuela?
6. ¿Cómo te sientes cuando piensas en lo mucho que sabes?
7. ¿Cómo te sientes cuando haces tu trabajo de aritmética?
8. ¿Cómo te sientes cuando piensas en la manera que te trata tu maestra?
9. ¿Cómo te sientes cuando piensas como haces tus tareas en comparación con los otros alumnos en la clase?
10. ¿Cómo te sientes cuando la maestra te dice que te toca leer en alta voz ante la clase?
11. ¿Cómo te sientes cuando tienes que hacer tareas para la escuela?
12. ¿Cómo te sientes cuando piensas en el trabajo que haces en tus clases?
13. ¿Cómo te sientes cuando trabajas con los otros alumnos en la clase?
14. ¿Cómo te sientes cuando piensas en tus estudios?
15. ¿Cómo te sientes cuando piensas en el director de la escuela?
16. ¿Cómo te sientes cuando piensas en tu escuela?
17. ¿Cómo te sientes cuando piensas en este salón de clase?
18. ¿Cómo te sientes cuando piensas en la mayor parte de tus compañeros en esta clase?

Pupil's Name _____ Sex _____ Grade _____ Date given _____

Score _____ Teacher _____ School _____

1.

2.

3.

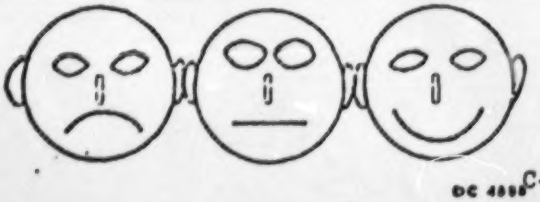
4.

5.

6.

7.

8.

9. 

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OPTICAL SCANNING CORPORATION

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APPENDIX D

STUDENT EVALUATION FORMS

STUDENT EVALUATION FORM - ENGLISH CRANE

Teacher Lovein, Sarah N. Grade K-5 School Garden Hills

	Student Name	Per Cent Attendance	Crane Entry Level* Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	95	A	D	D	100%
2.	B	90	A	D	D	100%
3.	C	95	A	D	D	100%
4.	D	95	A	D	C	90%
5.	E	90	A	D	D	100%
6.	F	90	B	D	B	no gain
7.	G	95	F	G	G	50%
8.	H	95	B	D	C	25%
9.	I	95	B	D	C	25%
10.	J	95	F	F	F	25%
11.	K	90	F	F	G	100%
12.	L	90	E	F	F	100%
13.	M	95	E	E	F	100%
14.	N	95	F	G	G	100%
15.	O	90	A	D	D	100%
16.	P	95	A	D	D	100%
17.	Q	95	F	G	G	100%
18.	R	95	J	J	J	100%
19.	S	90	J	J	J	100%
20.	T	95	F	G	H	100%
21.	U	95	I	J	J	100%

*Determined by Crane Placement Diagnostic Test

STUDENT EVALUATION FORM - ENGLISH CRANE

Teacher Neumark, June Grade K-7 School Jerome Jones

	Student Name	Per Cent Attendance	Crane Entry Level* Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	91	I	J	J	100%
2.	B	87	I	J	J	100%
3.	C	55	A	B	B	100%
4.	D	90	F	H	H	100%
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

*Determined by Crane Placement Diagnostic Test

STUDENT EVALUATION FORM - ENGLISH CRANE

Teacher Neumark, June Grade K-5 School W. F. Slaton

	Student Name	Per Cent Attendance	Crane Entry Level* Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A		F		withdrew	
2.	B		A		withdrew	
3.	C		F		withdrew	
4.	D	79%	E	F	F	100%
5.	E	89%	E	G	F	90%
6.	F	89%	B	F	F	100%
7.	G	50%	E	I	H	90%
8.	H	89%	E	F	F	100%
9.	I	89%	B	G	G	100%
10.	J	50%	A	B	A	90%
11.	K	60%	A	B	A	90%
12.	L	70%	A	B	B	100%
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

*Determined by Crane Placement Diagnostic Test

STUDENT EVALUATION FORM - ENGLISH CRANE

Teacher Williams, Linda Grade 6,7,8 School Sutton

	Student Name	Per Cent Attendance	Crane Entry Level* Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	84%	H	J	J	100%
2.	B	87%	G	I	H	90%
3.	C	86%	G	I	H	90%
4.						
5.						
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13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

*Determined by Crane Placement Diagnostic Test

STUDENT EVALUATION FORM - SPANISH CRANE

Teacher Diaz, Ruby Grade K-5 School Garden Hills

	Student Name	Per Cent Attendance	Crane Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	79%	D	E	E	100%
2.	B	78%	D	E	E	100%
3.	C	79%	D	E	E	100%
4.	D	75%	F	G	G	100%
5.	E	76%	F	G	G	100%
6.	F	79%	F	G	G	100%
7.	G	80%	E	F	F	100%
8.	H	79%	C	D	D	100%
9.	I	81%	E	F	F	100%
10.	J	80%	D	E	E	100%
11.	K	79%	D	E	E	100%
12.	L	82%	E	F	F	100%
13.	M	78%	D	E	E	100%
14.	N	78%	E	F	F	100%
15.	O	81%	D	E	E	100%
16.						
17.						
18.						
19.						
20.						

STUDENT EVALUATION FORM - SPANISH CRANE

Teacher Diaz, Ruby Grade K-5 School Garden Hills

	Student Name	Per Cent Attendance	Crane Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	75%	O	A	A	100%
2.	B	75%	O	A	A	100%
3.	C	75%	O	A	A	100%
4.	D	75%	O	A	A	100%
5.	E	75%	O	A	A	100%
6.	F	75%	O	A	A	100%
7.	G	76%	A	B	B	100%
8.	H	74%	A	B	B	100%
9.	I	79%	A	B	B	100%
10.	J	80%	A	B	B	100%
11.	K	76%	A	B	B	100%
12.	L	70%	A	B	B	100%
13.	M	78%	A	B	B	100%
14.	N	80%	D	E	E	100%
15.	O	81%	D	E	E	100%
16.	P	77%	D	E	E	100%
17.	Q	75%	A	B	B	100%
18.	R	90%	F	G	G	100%
19.	S	79%	D	E	E	100%
20.	T	81%	D	E	E	100%

STUDENT EVALUATION FORM - SPANISH CRANE

Teacher Reyes, Eneida Grade K-7 School Jerome Jones

	Student Name	Per Cent Attendance	Crane Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	55%	A	B	B	100%
2.	B	87%	G	I	I	100%
3.	C	50%	A	C	C	100%
4.	D	90%	G	I	I	100%
5.	E	91%	E	G	F	90%
6.	F	90%	I	K	K	100%
7.	G		F*		withdrew	
8.	H		A*		withdrew	
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

STUDENT EVALUATION FORM - SPANISH CRANE

Teacher Reyes, Eneida Grade K-5 School Slaton

	Student Name	Per Cent Attendance	Crane Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	70%	A	B	B	100%
2.	B	50%	F	H	H	100%
3.	C	70%	E	F	F	100%
4.	D	89%	E	G	G	100%
5.	E	89%	A	C	C	100%
6.	F		A		withdrew	
7.	G		G		withdrew	
8.	H		F		withdrew	
9.	I	89%	F	H	H	100%
10.	J	70%	E	F	F	100%
11.	K	60%	A	C	B	90%
12.	L	50%	A	C	B	90%
13.						
14.						
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STUDENT EVALUATION FORM - SPANISH CRANE

Teacher Thomson, Ana Luz Grade 6-7-8 School Sutton

	Student Name	Per Cent Attendance	Crane Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	83%	9		withdrew	
2.	B	84%	5	K	K	100%+
3.	C	84%	5	K	K	100%
4.	D	84%	5	K	K	100%
5.	E	45%	K	K	K	70%
6.	F	55%	K	K	K	80%
7.	G		K		withdrew	
8.	H	86%	K	K	K	85%
9.	I	65%	K	K	J	85%
10.	J	65%	K	K	J	85%
11.	K	90%	J	K	J	100%
12.	L	90%	K	K	K	100%
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STUDENT EVALUATION FORM - SCDC

Teacher Diaz, Ruby Grade K-5 School Garden Hills

	Student Name	Per Cent Attendance	SCDC Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	79%	1	2	2	100%
2.	B	80%	1	3	3	100%
3.	C	79%	3	4	4	100%
4.	D	73%	3	4	4	100%
5.	E	78%	1	2	2	100%
6.	F	75%	1	3	3	100%
7.	G	74%	3	4	4	100%
8.	H	79%	1	2	2	100%
9.	I	80%	3	4	4	100%
10.	J	71%	1	2	2	100%
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STUDENT EVALUATION FORM - SCDC

Teacher Reyes, Eneida Grade 7 School Jerome Jones

	Student Name	Per Cent Attendance	SCDC Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	80%	U, K	9	U, 9	100%
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STUDENT EVALUATION FORM - SCDC

Teacher Reyes, Eneida Grade K-5 School Slaton

	Student Name	Per Cent Attendance	SCDC Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	79%	U, 1	3	U, 3	100%
2.	B	80%	U, 1	3	U, 3	100%
3.	C	85%	U, 2	4	U, 4	100%
4.	D	85%	U, 2	4	U, 4	100%
5.	E	81%	U, 5	7	U, 7	100%
6.	F	81%	U, 5	7	U, 7	100%
7.	G	80%	U, 5	7	U, 7	100%
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STUDENT EVALUATION FORM - SCDC

Teacher Thompson, Ana Luz Grade 7-9 School Sutton

	Student Name	Per Cent Attendance	SCDC Entry Level Per Year	Estimated Year-End Level	Actual Exit Level	Percentage of Objectives Mastered
1.	A	75%	U, 9	U, 10	U, 10	100%
2.	B	80%	U, 8	U, 9	U, 9	100%
3.	C	79%	U, 9	U, 10	withdrew	
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